Experiences Integrating OSH into International Technical Assistance Programs

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Meeting on Mainstreaming OSH into Education
Turin, Italy
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Overview

• Background
  – Public Law 109-95
  – U.S. Government Action Plan on Children in Adversity

• Examples
  – U.S. Department of Labor
  – U.S. Agency for International Development

• Thoughts

• Conclusions
Background

International assistance to highly vulnerable children is comprehensive, coordinated and effective, and built on evidence-based practices.

U.S. Congress Created *Public Law 109-95*
U.S. Government Actors

Assistance for Highly Vulnerable Children
SOON-TO-BE LAUNCHED

A Framework for International Assistance: 2012–2017

U.S. GOVERNMENT ACTION PLAN ON CHILDREN IN ADVERSITY
Objectives of the Action Plan

**PRIORITY**

- Build Strong Beginnings
- Put Family Care First
- Protect Children

**SUPPORTING**

- Strengthen Systems
- Promote Evidence-Base
- Integration
WHAT DOES THIS HAVE TO DO WITH OSH EDUCATION FOR CHILDREN?
It Opens Windows

- The Action Plan on Children in Adversity seeks to:
  - Align programs with the new science that tells us we must protect children and youth, including from hazardous work.
  - Place a strong emphasis on program integration, innovation and building diverse partnerships with and on behalf of children.
  - Engage in a global platform of action to address problems at scale.
EXAMPLES IN WHICH ‘OSH’ WAS BROUGHT INTO INTERNATIONAL TECHNICAL ASSISTANCE PROGRAMS
• The Bureau of International Labor Affairs, Office of Child Labor, Forced Labor and Human Trafficking...

• ...funds holistic and integrated approaches to eliminate worst forms of child labor.

  – Programs provide beneficiaries access to quality education, vocational and other training, improved family livelihoods, while simultaneously improving government policies, legislation, enforcement and social services.
EXAMPLE FROM USDOL
Keeping Young Workers Safe in Ethiopia: A Case Study on the E-FACE Project
E-FACE Fast Facts

• **Partners:** World Vision Ethiopia, MEDA, and MCDP

• **Reach:** 20,000 children under 18 and 7,000 households (mainly in traditional textile industry)

• **Funding:** $10 million - four years.
OSH: Who is Being Reached?

**Young Workers**
(14-17)

**Business Owners**

Linked Approach: those active in the same businesses
Curriculum for Youth

• A six week, 18 hour curriculum called **Keep Safe**

• Combines OSH learning with games and activities.
  
  – Who are young workers?
  – Workplace Rights and Responsibilities
  – Seven categories of hazards
  – Assessing Hazards
  – Mitigating Hazards
  – Other life skills
OSH: Approach for Change

GOAL: Improved Working Conditions and safety for young workers in textile industry

YOUTH

Code of Conduct Development

BOs

‘Step-Up’ Program (Graduated Incentive System)

Keep Safe Classes
Overview

• Model OSH curriculum, which has evolved from previous MEDA projects, that was adapted and tested locally.
  – E.g., see: www.ppic-work.org

• Staff: Well-trained trainers/non-formal educators that relate well to youth, and who are taken seriously by business owners. Received one-week ToTs.

• Business owner buy-in: getting incentives ‘right’ to help them increase productivity and profitability.
For more information
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• **Youth Policy** released October 31, 2012

• One ‘Expected Outcome’
  – “Youth are better able to access economic and social opportunities, share in economic growth, live healthy lives, and contribute to household, community, and national well-being.”

• Incorporates needs by age
  – “Adolescence (15-19 years): These years are critical to sustain and expand health and education gains, protect against rights’ abuses such as trafficking, exploitation, or hazardous work...”
Another Quote from the Youth Policy

• “In fact, engaging young people in creating safe environments—safe schools, safe neighborhoods, safe jobs, safe cities—is already showing positive results.”
EXAMPLE FROM USAID
Akazi Kanoze: Youth Livelihoods Project

- Rwandan Youth Work Readiness Curriculum
  www.preparing4work.org

- Available downloads:
  - Module 1: Personal Development
  - Module 2: Interpersonal Communication
  - Module 3: Work Habits and Conduct
  - Module 4: Leadership
  - **Module 5: Safety & Health**
  - Module 6: Rights & Responsibilities
  - Module 7: Financial Fitness
Topics in the “Safety & Health” Module

- Healthy habits
- Hygiene and sanitation at work
- Hazards in the workplace
- Ways to make work safer
- Types of emergencies that can occur in a workplace
- How to handle emergencies
Module has same Roots as the NIOSH Curriculum
Two (of 10) illustrations Used to Discuss Hazards in the Workplace
EDC’s Work Readiness Curriculum

• The health & safety module first developed in 2009 in Rwanda.
  – Comprises 13.5 hours of activities.
  – First draft created by adapting the *Taking Safety* curriculum.
  – Reviewed and revised the curriculum during a week-long workshop by program stakeholders and Akaze Kanozi staff.
Target Group

• Generally, disadvantaged youth.

• Age 14 is at the younger end of the spectrum.

• Education level ranges from less than grade 6 thru University.
Trainers

- Trainers work for local implementing partners.
  - They receive 10 days of TOT at the outset for the whole curriculum, as well as site visits and follow up.
  - Sometimes these partners are private businesses—for example, mechanics or MFIs—mostly they are NGOs.

- The curriculum has recently been adopted in Rwanda by the MoE, to be offered in all TVET schools.
The module has been used in USAID-funded Youth projects in Rwanda, Guyana, Yemen, Macedonia and Mali.

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FOR MORE INFORMATION
Thoughts on Mainstreaming OSH
Conclusions

• From a bilateral donor perspective, OSH curricula should:
  
  – Be flexible enough to designed or adapted to the local context.
  
  – Fit within a broader integrated program approach – not implemented in isolation.
  
  – Be low-cost and quickly deployed as these activities are typically just a small piece of larger programs.
  
  – Be demand-driven, from the program, the government, or the target population, and should reflect their needs.
Conclusions

• An established framework of basic core OSH competencies would be useful for multiple reasons:

  – As a donor, it would help describe OSH training expectations and ensure that all implementing organizations have the same understanding.

  – It would provide projects a starting point, without re-inventing the wheel, and give the flexibility to adapt the approach and message to specific project contexts.

  – It would provide a common understanding between donors, projects, and host country governments.
Conclusions

- The *U.S. Action Plan on Children in Adversity* may help open windows...

- ...for bringing OSH into child labor and youth development projects.
  - As part of holistic and integrated packages – probably not as a central objective.
Conclusions

- The USDOL Office of Child Labor, Forced Labor and Human Trafficking encourages partnerships among OSH experts, its office, and program implementers.
  - E.g., there may be future opportunities for NIOSH or other specialized agencies to assist the office in formulating language for upcoming solicitations.
Conclusions

- The best entry points within USAID are likely through Youth-funded activities, that overlap with the Youth Policy and Action Plan on Children in Adversity.
  - Work readiness “plus”
THANK YOU!

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Maya, age 11